

Disability Inclusion

Webinar: Planning for the new school year, including PSD-DI Transition



Disability Inclusion
Education for All





*I acknowledge the
Traditional Custodians of
the land on which we meet
and pay my respects to
their Elders past and
present.*



Disability Inclusion



Agenda:

- Overview of the Disability Inclusion Reform
- Disability Inclusion Implementation rollout schedule
- Identifying students eligible for the Disability Inclusion profile
- Considerations when planning for the new school year

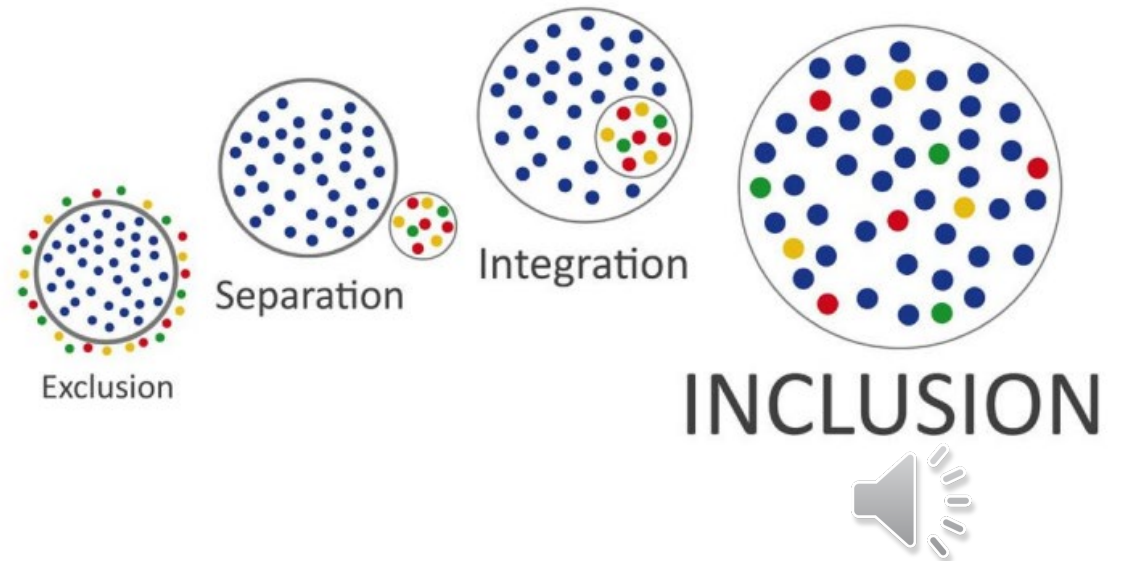


Disability Inclusion Reform Overview

Inclusive education



Inclusive education means that all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.



Principles for inclusive practice

Principle 1

Focus on inclusive practice at whole-of-school and in-class level

Principle 2

Value specialist expertise

Principle 3

Set a strong inclusive school culture through strong leadership

Principle 4

Collaborate and engage parents



Key Components of Disability Inclusion



A new Disability
Inclusion Profile

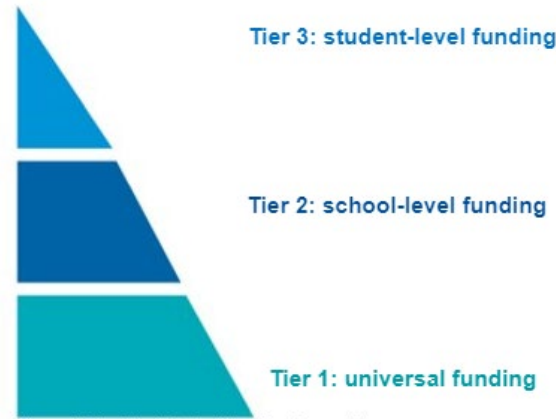


Figure 1: Disability Inclusion tiered funding model

A new tiered
funding model



Investment in
building skills and
knowledge in
inclusive education



Investment in
implementation
and disability
support roles in
regions



Disability Inclusion Implementation Rollout Schedule for South Eastern Victoria Region

Disability Inclusion Implementation Roll-out Schedule for SEVR

The new funding allocations and the [Disability Inclusion Profile](#) will be introduced to schools based on their areas between 2021 and 2025:

Year*	Area	Start year	Transitioned by
1	Bayside Peninsula	Mid - 2021	2024
3	Inner Gippsland	2023	2025
4	Southern Melbourne	2024	2026
5	Outer Gippsland	2025	2027

*Please note there is no Year 2 area for the South Eastern Victoria Region (SEVR)



Prioritising Students for Disability Inclusion Profiles



How you prioritise students for a Profile will be unique to each school

A guiding principle is to prioritise Preps, Grade 3, Year 7, Year 9 students...

DISCLAIMER – this depends on several factors:

- Number of students funded under PSD, including numbers at each year level
- Number of students with short-term PSD funding
- Number of new students/Preps with high functional needs
- Other students with high functional needs

Reminder: Schools have 3 years from the roll-out commencing in their area to complete a profile for students in their school who are eligible under the PSD. This will allow schools time to strategically plan for a successful transition.



Suggested approach and timeline for Primary Schools

Priority should be given to:

- Students commencing at Prep level
- First time government school enrolments
- Students due for funding review or short-term funded students

Please note:

- *Students in Grade 6 in Year 1, 2, and 3 of transition will continue to be supported by the Program for Students with Disabilities and will complete the Disability Inclusion Profile at their secondary setting in Year 7
- Additional Disability Inclusion Profiles can also be completed at any time if there is a change in the students' functional needs.

Transition Year			
Pre-DI (e.g., 2022)	Year 1 (e.g., 2023)	Year 2 (e.g., 2024)	Year 3 (e.g., 2025)
			Prep
		Prep	1
	Prep	1	2
Prep	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6*
4	5	6*	
5	6*		
6			



Transition to DI Profile

Completed Transition to DI Profile

Suggested approach and timeline for Secondary Schools

Priority should be given to:

- Students commencing at Year 7 who are currently receiving support through the Program for Students with Disabilities
- First time government school enrolments
- Students due for funding review or short-term funded students

Please note:

- *Students in Year 12 in Year 1, 2, and 3 of transition will continue to be supported by the Program for Students with Disabilities
- Additional Disability Inclusion Profiles can also be completed at any time if there is a change in the students' functional needs.

Transition Year			
Pre-DI (e.g., 2022)	Year 1 (e.g., 2023)	Year 2 (e.g., 2024)	Year 3 (e.g., 2025)
			7
		7	8
	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12*
10	11	12*	
11	12*		
12			

Transition to DI Profile

Completed Transition to DI Profile



Suggested approach and timeline for Specialist Schools

Priority should be given to:

- Students commencing at Prep level
- First time government school enrolments
- Students due for PSD 6/7 review or short-term funded students

Please Note:

- *Students in Year 12 equivalent in Year 1, 2, and 3 of transition will continue to be supported by the Program for Students with Disabilities
- Additional Disability Inclusion Profiles can also be completed at any time if there is a change in the students' functional needs.

Transition to DI Profile

Completed Transition to DI Profile

Transition Year			
Pre-DI (e.g., 2022)	Year 1 (e.g., 2023)	Year 2 (e.g., 2024)	Year 3 (e.g., 2025)
			Prep
		Prep	1
	Prep	1	2
Prep	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7
5	6	7	8
6	7	8	9
7	8	9	10
8	9	10	11
9	10	11	12*
10	11	12*	
11	12*		
12			

Planning for the new school year

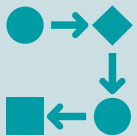
Key Questions for Schools



How is your Tier 2 funding being used next year?



Who is the team supporting the implementation?



What are your processes for understanding the needs of your students?



What are your Tier 1, 2, and 3 teaching, learning and wellbeing practices across the school?



The Regional Implementation Team (RIT)

Team Member	Role
Etty Rosenblum	Manager, Disability Inclusion Implementation - SEVR
Zoe Grealy	Manager, Disability Inclusion Implementation - SEVR
Jane Betteley	Disability Inclusion Senior Implementation Officer
Steph Rogers	Disability Inclusion Senior Implementation Officer
Cecilia Morales	Disability Inclusion Senior Implementation Officer
Lisa Innes	Disability Inclusion Senior Implementation Officer
Nisha Spence	Disability Inclusion Senior Implementation Officer
Cath Biggs	Disability Inclusion Senior Implementation Officer



Thank you

You can email the team at:
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